Improving Adolescent knowledge to Prevent Cyber Bullying through Psychoeducation

Fifti Imro'atur Rosyidah, Susilo Purwati, Nurul Muzayyanah

Muhammadiyah University of Malang (UMM), Indonesia

ABSTRACT

In Indonesia, the number of teenagers who experience cyber bullying is reported 80 percent, and almost every day cyber bullying happens to the teenagers. Cyber bullying is violence that occurs through social media, when a child or teenager is ridiculed, humiliated, or intimidated by another child or youth through internet media, digital technology or cell phones. The negative effects of bullying and cyber bullying in childhood will have an impact on emotional disorders, poor psychosocial adaptation disorders and pathological behavioral disorders. The aim of psycho education at SMP 1 Kasembon is to increase youth's knowledge to prevent cyber bullying behavior, due to the phenomenon that occurred at SMP Negeri 1 Kasembon, there was a scattering of photos and videos of several students by other people, with the intention of deliberately spreading photos and videos so that students were embarrassed and threated. Providing psycho education about cyber bullying to 54 students containing meaning, types, causal factors, impacts and ways to deal with them. The research method was a quasi-experimental. From the results, there were differences in adolescent knowledge of cyber bullying before and after being given psycho education. It was concluded that psycho education was proven to be effective in increasing adolescents' knowledge of cyber bullying.

Keywords: Cyber bullying, knowledge, youth, psycho education

INTRODUCTION

Since the beginning of the 20th century, the problem of bullying has been the main topic of research by psychologists in various fields and educational levels in schools around the world (Fredrick et al., 2020), and has become a matter of concern in Indonesia [1]. Bullying experienced by students is not only in the form of physical and verbal violence, but also violence that occurs through social media or better known as cyber bullying. In Indonesia, the number of adolescents who experience cyber bullying is reported to be 80 percent, and almost every day cyber bullying occurs in adolescents [2]. According to data from UNICEF in 2016, cyber bullying victims in Indonesia reached 41-50 percent [3].

Internet use is dominated by adolescents aged 13-18 years at 75.50 percent with the majority using the internet per day for 1-3 hours [4]. At that age, a teenager is in junior high school and high adolescents are individuals who are before 21 years of age and not married [5]. Teenagers today are very familiar with the use of the internet, especially social media. Social media is a means of conducting social interactions using website-based technology to turn communication into an interactive dialog that is easily accessible and measurable. The use of social media includes sharing, participating and creating content supported by increasingly sophisticated multimedia and can also accelerate the spread of information. Distance and time seem to be no longer a limitation. This provides benefits for humans in their daily lives, but on the other hand there are also gaps that need to be observed, namely the impact of using digital media, one of which is cyber bullying. Cyber bullying cases in Indonesia are ranked second after India [6].

Cyber bullying is a form of bullying that is carried out online such as on social media. Cyber bullying is

when a child or adolescent is ridiculed, insulted, intimidated or humiliated by another child or adolescent through the media of the internet, digital technology or cell phones, the perpetrators themselves are usually children who want power or like to dominate [7]. Women are often the target of cyber bullying, whether perpetrated by men or fellow women [8]. The act of sending sexual and unsolicited photos or messages or more commonly called 'sexting' is also a form of Cyber bullying behavior [9].

The role of parents in supervising children's activities on the internet is a factor that is quite influential on children's tendency to engage in cyber bullying. The negative effects of bullying and cyber bullying in childhood will have an impact on emotional disorders, poor psychosocial adaptation disorders and pathological behavioral disorders [10]. Bullying and cyber bullying behavior in schools that involves students and does not see gender, male and female students have the potential to become perpetrators and victims or even both [11]. Another impact of bullying and cyber bullying in schools is decreased academic ability, students tend to have a character against the rules and get involved in criminal problems in the future [12].

The phenomenon that occurs at SMP Negeri 1 Kasembon, for traditional bullying cases can be said to be quite controlled, with the rules in the discipline that provide a score reduction if students bully their friends. In addition, the formation of Peer Counselors (KTS) in each class can minimize the occurrence of bullying both by students and teachers and education personnel. However, the school was made excited by the spread of photos and videos of several students. After a search, the photos and videos were spread by other people who deliberately spread photos and videos to embarrass students. The reason is that the student was asked to take pictures or scenes in the video in a loose manner, while the student refused, and was given a threat to spread photos and videos of him. This behavior makes students victims of cyber bullying in the form of sexting. For other forms of cyber bullying, there is a threat to be invited to fight and demonize the victim. Based on the description above, there is a need for an intervention to increase adolescent knowledge in order to prevent cyber bullying.

Psycho education or psychological education is often called personal and social education or personal and social education is a relatively new but important movement in the counseling psychology environment [13]. Psycho education has a positive impact on increasing adolescents' understanding of bullying [14]. Psycho education can also be used as an effort and prevent bullying both bullying and cyber bullying in adolescents [15]. In addition, providing psycho education about cyber bullying can improve adolescent ethics in carrying out activities in cyberspace [16].

In psycho educational activities later, activities will also be included in order to form students' social emotional competence. Social emotional competence is the ability to understand, manage and express the social emotional aspects of one's life, thus a child is able to achieve success, carry out daily tasks such as learning, forming relationships or interacting, solving daily life problems and adapting to the demands of complex growth and development [17]. Goleman (in Elias, 1997) explains emotional intelligence consists of five areas, namely: self-awareness managing emotions, self-motivation, empathy and perspective taking, social skills (Hadi, 2011). These forms are developed by the Collaborative for Academic, Social and Emotional Learning (CASEL) into the components of Social Emotional Learning (SEL), namely: 1) Self-awareness, 2) Self-management, 3) Social awareness, 4) Relationship skills, 5) Responsible decision-making.

Based on the background that has been stated above, the problem formulation in this study is whether psycho education can increase knowledge to prevent cyber bullying behavior in adolescents? The purpose of this study is to determine whether psycho education can increase knowledge to prevent cyber bullying behavior in adolescents. The benefit of this research is to develop an intervention method that focuses on knowledge in the science of psychology that serves to prevent cyber bullying behavior in adolescents at school.

Cyber bullying is a bullying treatment that is carried out repeatedly with the aim of hurting, harassing, humiliating, threatening, or damaging the victim's reputation and is carried out with electronic media and social media [9]; [18]. Cyber bullying is different from traditional bullying because cyber bullying is done through media while traditional bullying is done directly. The emergence of cyber bullying is in the digital age. The electronic media used include: computers, cell phones, and other electronic devices. While social media that can be used include: Facebook, twitter, Instagram, Whats App, Tik Tok and others. It can be concluded that cyber bullying is an act of insulting, harassing, threatening other people through digital media that can hurt feelings or make other people uncomfortable (fear, anxiety, anger).

Types of cyber bullying [9]: 1) Flaming is a short but quite intense debate in the public space of cyberspace, not happening privately; 2) Harassment is an act of harassment carried out privately through private messages as well as in public spaces (e.g. WAG, Community); 3) Denigration is demeaning and untrue information about the victim that is shared on social media, including photos that are edited in a different way or depict the victim in a sexual or harmful context; 4) Impersonation is hacking the victim's account, communicating negative, cruel, inappropriate information; 5) Outing & Trickery is the dissemination of embarrassing personal information, without the consent of the owner of the information, can be in the form of private information or embarrassing photos; 6) Exclusion / Ostracism is social division or separating the victim from a group of friends and preventing him from participating in the activities of the group; 7) Cyber stalking is stalking the victim through social media, then making repeated communications that are harassing, abusive or threatening. 8) Video recording of assaults or happy slapping and hopping is recording acts of bullying and sharing them on social media. The goal is to spread the video of the bullying victim, increase the embarrassment of the bullying victim, and get comments from netizens; 9) Sexting is sending or sharing sexual images or recordings via text messages or social media.

According to Kowalski, the factors that influence cyber bullying are traditional bullying, personality characteristics, perceptions of certain individuals, and parent- child interactions [19].

The theory used is schemata theory. This theory describes the information process carried out in the communication process. This theory explains the forms and structures that can help individual processes in processing information in the social life that surrounds them. Wicks (1992: 119; in Miller, 2001: 77) suggests that schemata theory leads to an active process carried out by a person on the information received and the schematic thinking process leads to The impact of cyber bullying is that the victim feels uncomfortable and depressed, is not eager to carry out activities and rarely goes to class, even many victims experience failure in the academic field and decide to drop out [3]. Another impact of bullying (bullying and cyber bullying) in schools is decreased academic ability, students tend to have characters against the rules and get involved in criminal problems in the future [12].

Psycho education or psychological education is often called personal and social education or personal and social education is a relatively new but important movement in the counseling psychology environment [13]. Psycho education is an intervention that can be carried out in individuals, families and groups that focus on educating participants about significant challenges in life, helping participants develop sources of support and social support in dealing with these challenges and developing coping skills to deal with these challenges [20]. Theories that underpin psychoeducation include ecological systems theory, cognitive-behavioral theory, learning theory, group practice models, stress and coping models, social support models and narrative approaches. Behaviorism theory emphasizes the influence of environmental manipulation; cognitive theory emphasizes mastery of emotional cognition skills that are a component of the psycho-training process [21]. In this study using cognitive theory in the form of knowledge transfer to subjects related to cyber bullying and psycho education provided can prevent cyber bullying behavior in adolescents.

Psycho education has a positive impact on increasing adolescents' understanding of bullying [14]. The

process of adolescent understanding is obtained through an active process carried out by adolescents on the information received and the schematic thinking process leads from the needs that a person has to an organized thinking process with the aim of cognitive economy [22]. Cognitive theory psycho education in the form of knowledge transfer to subjects related to cyber bullying. Psycho education can be used as an effort and prevent bullying both bullying and cyber bullying in adolescents [15]. In addition, providing psycho education about cyber bullying can improve adolescent ethics in carrying out activities in cyberspace [16].

RESEARCH METHOD

This study used a quasi-experimental design. Quasi- experimentation is one of the experiments by placing the smallest experimental unit into experimental and control groups not randomly [23]. The research design used is One Groups Pretest Post test, with the design of giving a pretest before the intervention is given and giving a posttest after the intervention is given [24]. The formula for One Groups Pretest Post test is:

$$O1 \ X \ O2$$

Description:

O1 = Pretest in the form of knowledge questions about cyber bullying

X = Psycho educational Intervention

O2 = Post test in the form of knowledge about cyber bullying. The research subjects consisted of students in grades

VII and VIII who were members of the School Peer Counselors. This psycho education activity was conducted over two days. Prior to psycho education, an initial assessment was conducted. The results of this initial assessment showed the need for initial knowledge about cyber bullying knowledge in students at SMPN 1 Kasembon. Before the implementation of psycho education, participants were told to bring cellphones for the smooth running of the activity. Whats App groups were created to facilitate communication and coordination of psycho education activities. The intervention material is in the form of understanding cyber bullying, types of cyber bullying, factors that cause cyber bullying, the impact of cyber bullying, and how to deal with cyber bullying. The material was packaged using several methods, namely lectures, discussions, questions and answers, storytelling and brainstorming.

No	Time in minutes	Activity	Description
Day 1			
1	20	Opening ceremony	Remarks from the school This speech is useful to reinforce to participants the benefits of psychoeducation activities.
2	20	Pre Test	The pre-test material consists of: knowledge about cyber bullying, understanding the impact of cyber bullying, knowledge of actions related to cyber bullying.
3	50	Building rapport	The form of activities carried out are: My feelings today, relationship skills, assessing strengths and weaknesses.
4	10	Introductions	Program and facilitator introductions

5	5	Submission of program objectives	Program objectives need to be done so that participants better understand the implementation of activities and their benefits.
6	5	class/lear ning agreement	The aim is to build commitment to psycho education activities for participants and facilitators
7	5	Ice Breaking	Participants are invited to do ice breaking
8	5	Closing	Psycho education activities will be continued on the next day.
Day 2			
1		Day 2 opening	Opening of the second day of psycho education activities
2		Ice Breaking	The activity was opened by providing ice breaking
3		Brainstorming	Questions to their knowledge and experience
4		Material	Definition, types, influencing factors, impacts, how to deal with and overcome cyber bullying.
5		Story telling	Cases of cyber bullying through stories and hand puppets.
6		FGD	Topics: impact, how to prevent cyber bullying, how to deal with cyber bullying.
7		Break	given snack boxes
8		Ice breaking	game using a concentration
9		Presentation	Groups present their work results other groups provide feedback.
10		Conclusion	The facilitator invites participants to draw conclusions together.
11		Reflection and Evaluation	The reflection questions are: feelings, experience and application. Meanwhile, the activity evaluation includes: Material content, material delivery, inspirational material content, motivational material content, activity presentation.
12		Post test	Post test was given.
13		Closing	Closing and souvenir distribution

Table I. psycho educational activities

The data obtained from this study is in the form of descriptive statistical data which is then carried out a classical assumption test, namely the normality test as a prerequisite for parametric statistical testing Pair-Sample t- Test. Testing was carried out using SPSS version 26.

RESULT

This psycho education activity was held for 2 days, namely Monday – Tuesday, June 12 – 13, 2023 with a duration of 120 minutes of implementation time and the second day 270 minutes. the participants of this activity were Peer Counselors from classes VII and VIII, totaling 54 students. The activity was opened by the Principal and accompanied by the Guidance and Counseling teacher. On the first day of the activity, participants were asked to fill in the attendance list manually, and continued by answering the pretest on the link provided in the WAG. The number of question items consists of 10 items; each item has a score of 10. The questions given are about the meaning of cyber bullying, its types, causal factors, the impact caused and how to deal with it. After that, participants were invited to build a joint report card which began with recognizing today's feelings, participants were asked to describe their current feelings. After that, participants were asked to paste the paper on a flipchart. The flipchart paper has previously been given a description in the form of several emotional expressions, for example sadness, feeling happy, anger, fear,

anxiety. Participants were asked to paste according to the emotion category, and randomly the facilitator asked a representative of the participants to convey it.

The activity continued by fostering the ability to relate in groups by forming groups following the numbers mentioned by the instructor. Group members are required to be of different genders and different grade levels. The next activity is to assess strengths and weaknesses by giving participants plain HVS paper and asking them to divide the two sides. The left side is to write down weaknesses and the right side is to write down strengths, then alternately tell the group members. After participants are seated in groups, the facilitator presents an introduction to the program, introduces the facilitator and the purpose of the activity and makes a learning agreement. The activity is closed with ice breaking guided by the facilitator, as well as providing information for tomorrow's activities.

The second day, the psycho education activities started earlier at 07.30. After filling in the second day's attendance list, participants were given souvenirs in the form of mini notepads and ballpoint pens. After opening with prayer, the facilitator did ice breaking in the form of light gymnastics. Starting to enter the material, participants were invited to do brainstorming by asking questions about cyberbullying, to get an idea of how far the participants' level of knowledge in general. From the brainstorming results, it was found that participants were able to distinguish between traditional bullying and cyber bullying, but many did not understand the types. For the causes and effects of cyber bullying, they were in the average category. Whether the participants really do not know or do not dare to convey the answer, it will be compared with the acquisition of participants' pretests that have been carried out the previous day.

The next activity is the delivery of material by the facilitator, at the end of the activity guessing pictures about the types of cyber bullying, the results obtained on average participants already understand. The activity continued with storytelling using hand puppet media. Participants were given a case story of a student who was a victim of cyber bullying. In the middle of the story telling

activity, the facilitator invited participant interaction by asking questions about the types and impacts of cyber bullying. After that, the activity continued with the implementation of FGDs. Participants were asked to discuss a case and write the results of their discussion on the flip chart paper provided, after which they presented it in turn. Other groups were asked to provide feedback to the presenting group. Due to time constraints, only 2 groups presented and 2 groups gave feedback. At the end of the activity, the facilitator invited participants to summarize the results of psycho education and reflect. To make a conclusion, the facilitator gave a random opportunity to participants, and obtained 2 participants who were willing to come forward and provide conclusions. Next, participants were invited to reflect by writing their feelings, experiences and application of learning outcomes on the post it papers provided, and asking 2 student representatives to read it out. After that, participants were given a post-test link and an evaluation of the activity.

The results of descriptive statistical analysis obtained: participants answer correctly according to the answer key then get a score of 10 and if they answer incorrectly get a score of 0. The pretest results show a data distribution of a minimum value of 20, a maximum value of 100 with an average of 60.93 and a standard deviation of 17.832. from these results it shows that the average pretest value is relatively large by looking at the far average and minimum values. The mean value of the post-test is 70.19 more towards the maximum value. This means that there is an increase in adolescents' knowledge of cyber bullying after getting psycho education. Furthermore, categorization was made.

From the graph above, it can be seen that the number of distribution of pretest scores, for participants who obtained a score of 20 obtained one student, score 30 obtained two students, score 40 obtained eight students, score 50 obtained ten students, score 60 obtained eleven students, score 70 obtained nine students, score 80 obtained eight students, score 90 obtained four students and score 100 obtained one student with a

total of 54 students.

After psycho education, post-test results were obtained with data distribution showing a minimum value of 30, a maximum value of 100 with an average of 70.19 and a standard deviation of 15.840. These results show that the average post-test score is relatively large by looking at the far average and minimum values. The average value is more towards the maximum value. When viewed from categorization, there is a decrease in the number of participants who have high and low scores, from 13 students to 11 students for the high category and from 11 students to 9 students for the low category, for the medium category there is an increase in participants from 30 students to 34 students. However, from the results of descriptive analysis, it can be concluded that the provision of psycho education to prevent cyber bullying has a significant effect on increasing adolescent knowledge. For simplicity, the comparison results can be seen in the following table:

Outcome Category	Pretest	Post test
High	13	11
Medium	30	34
Low	11	9
Total (N)	54	

Table II. Comparison of pretest and post test scores

The following graph shows the distribution of psycho education post-test scores. One student scored 30, two students scored 40, six students scored 50, eleven students scored 60, thirteen students scored 70, ten students scored 80, nine students scored 90, and two students scored 100.

From the results of data analysis using the Paired-Samples t- Test test, a significant value of 0.000 (<0.005) was obtained, which means Ho is rejected and H1 is accepted. This means that there are differences in adolescents' knowledge of cyber bullying before and after being given psycho education. This means that the provision of psycho educational interventions can increase adolescents' knowledge of cyber bullying. This is in line with previous research which states that psycho education has a positive impact on increasing adolescents' understanding of cyber bullying [14]. Another study also showed different results between the acquisition of pretest and post-test scores on adolescent knowledge after being given psycho educational interventions on ethics using social media [25].

Although the increase in scores was not too drastic from the participants, the results of the statistical analysis still showed a significant difference in scores between before and after the intervention. This can be caused by some students browsing the internet about questions and writing them down in notes, so that the final results are not too far apart between the pretest and post test. In general, the psycho education activities carried out for 2 days at SMP Negeri 1 Kasembon went well and smoothly, but from the observation results it was found that when the participants received material using the lecture method, their concentration only lasted about 15 minutes, after which some students seemed to have started to feel uncomfortable by talking with friends next to them, yawning, doodling on paper. When this happened, the facilitator approached the group of students and asked them to participate in reading the material on the PPT slides.

Students were enthusiastic when listening to storytelling from one of the facilitators using hand puppets. Initially we thought that media such as hand puppets were not suitable for teenagers, but after being given, the participants were enthusiastic, listening carefully and the situation was calmer. When discussing in groups, students were enthusiastic to express their opinions in small groups, they seemed to divide the tasks well. However, at the time of presentation, they still showed a lack of confidence, due to speaking with a microphone. After being motivated by the facilitator, finally the group members were willing to read out the

presentation results.

Adolescents are vulnerable to negative actions such as bullying and cyber bullying. The influence of easy access to the internet and using social media triggers cyber bullying behavior, so psycho education about the dangers of bullying (bullying and cyber bullying) can reduce cases of bullying at school. As was done at Habibulloh Junior High School, which also found that providing psycho education was able to increase students' knowledge and understanding (Yuli & Ahmad Efendi, 2022). In addition to knowledge, skills about the concept of forgiveness can also increase. This is in line with research conducted by Oktariani, et al. that the provision of psycho education about cyber bullying in general is able to increase knowledge and skills about the concept of forgiveness therapy (Oktariani et al., 2022).

At the end of the activity, after taking the post-test, participants were asked to fill in the evaluation link of the psycho education activity. The content of the activity evaluation includes an assessment from participants about the content of the material, the delivery of the material, the material that inspires and motivates, and the attractiveness of the packaging or form of psycho education provided. The results obtained can be said to be good and lead to very good. For more details, please see the following table:

No	Description	Mean
1	Relevant material content	3.3704
2	Interesting material delivery	3.4630
3	Inspirational material content	3.5000
4	Material content is motivating	3.5556
5	The activity platform used is satisfactory	3.6111
	Valid N 54	

Table III. activity evaluation results

CONCLUSIONS

Cyber bullying can occur anywhere, anytime and by anyone, due to the ease of accessing the internet and the ease of using social media. Cyber bullying behavior is easier to occur because the perpetrators and victims are not directly confronted as in traditional bullying. Providing psycho education about cyber bullying which contains understanding, types, causal factors, impacts and how to deal with it has proven effective in increasing adolescents' knowledge of cyber bullying.

It is recommended for Guidance and Counseling teachers in schools to conduct psycho education activities in order to prevent bullying behavior in adolescents using the modules provided. In addition, communication with parents also needs to be done, such as parenting activities in order to assist their children not to engage in cyber bullying behavior. By communicating effectively between parents and children, to make it easier to know the condition of children in using social media, this is one way to prevent cyber bullying.

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